DOCUMENT RESUME

ED 282 420 FL 016 711

AUTHOR Lindblad, Torsten
TITLE The Swedish System of Final Examinations in Modern Foreign Languages.
PUB DATE May 83
NOTE 15p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706. Small print in figures may affect legibility.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS English (Second Language); Foreign Countries; French; German; Language Skills; *Language Tests; Modern Languages; Reading Tests; Secondary Education; Second Languages; *Standardized Tests; Test Construction; *Test Format; *Testing Problems; *Testing Programs; Test Items
IDENTIFIERS *Comprehensive Examinations; *Sweden

ABSTRACT

The system of standardized second language tests administered to Swedish junior and senior high school students is described. The tests are used to give teachers an idea of the performance levels of their entire classes, not individual students, for comparison with national norms. They are administered more than a year before the students leave the school. The tests described are for English, the first foreign language of Swedish students, and French and German. Their objectives, construction, administration, content, and format are described. Samples of some test items are presented, and statistical results of some test segments are noted. Problems encountered with the tests and new testing ideas are also discussed. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED282420

There are no final examinations in the ordinary sense of that phrase in Sweden. Standardized tests are given, however, both in the comprehensive school and in the upper secondary school. These tests are usually given more than a year before the students leave school. The main objective of the tests is to help teachers get an idea of the overall standards of their classes rather than grade individual students. In this paper I will describe the tests of English, French, and German. I will try to describe the traditional format of these nationwide tests, the problems we are facing and the new ideas that are being introduced.

Background

The Swedish School System.

Swedish children start compulsory schooling at the age of seven. There is a nine-year comprehensive school, divided into three levels: lower, middle, and upper, each of three years. Each age cohort consists of 100,000 - 120,000 pupils. There are thus about one million children of compulsory school age.

At the age of sixteen, the pupils can leave school or enter *gymnasieskolan* (the upper secondary school). There are five different three-year streams and sixteen two-year streams in this school. About 40,000 pupils enter a three-year stream in preparation for further academic studies. More than 60,000 go into the two-year streams, some of which prepare the pupils for higher education (teacher training, etc), the others for various vocations. Between 80% and 90% of the sixteen-year-olds enter *gymnasieskolan* (in some parts of the country almost 100%).

Foreign Language Study.

English is studied as the first foreign language by all Swedish children. It is introduced in grade three (but more and more schools are going back to a later start in grade four) and is compulsory for the remaining seven years. On finishing the *grundskolan*, the student will have had between 400 and 500 hours of English. In the upper secondary school, most students have another 200 hours of English.

During the last three years of the comprehensive school the students can choose (among other things) German or French. The second foreign language, known as 'language B', is studied for a total of approx. 250 hours and is taken by 60-65% of the pupils. In the upper secondary school a third language, referred to as 'language C',

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. van Weeren

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL016711

BEST COPY AVAILABLE

can be studied. This can be German or French, or it can be Spanish, Russian, Italian or Finnish.

The NBE.

The National Board of Education is a government office in charge of all Swedish schools. It works independently of the Ministry of Education. The NBE produces the nationwide curricula for both the comprehensive school and the upper secondary school which all schools have to adhere to. The overall principles and the main goals and objectives of the curricula are law, passed by parliament. The NBE also has a supervisory role in relation to the schools. One of the tasks of the NBE is the production of standardized tests given in order to help teachers grade their students and also in order to indicate to teachers and students the main aims of the curricula. The tests are thus given by a state agency on a nationwide basis in order to produce correct and comparable grading in the whole country.

Curricula.

The nationwide curriculum valid for the comprehensive school, known as *Lgr 69 (Läroplan för grundskolan 1969, 'Curriculum for the comprehensive school, 1969')*, has been used in grades 1 - 9 in all schools in the country for more than a decade. A new curriculum, *Lgr 80*, was passed by parliament in 1980 and will take effect in the autumn term, 1982. The curriculum lays down what subjects must be taught, the number of periods designed for each subject, the goals and objectives to be achieved in each subject, the principles of grading, etc. The curriculum is a book of about 200 pages.

A similar curriculum, *Lgy 70, (Läroplan för gymnasieskolan 1970, 'Curriculum for the upper secondary school, 1970')*, is used in all upper secondary schools, i.e. for grades 10-12. This curriculum will be revised in 1985 when the whole upper secondary educational system is expected to be reorganized.

Grading

Grades are given in the comprehensive school in grades 7, 8 and 9 as well as in the upper secondary school. All grades are norm-referenced with grades 1-5 given to 7-24-38-24-7% of the pupils respectively. This 'normal distribution' of grades applied to the whole country, not the individual class. In order to give just and correct grades in her class, the individual teacher needs some help in determining what the standard of her class is in relation to the country as a whole. This help is provided by the standardized tests.

Standardized tests

There are two different kinds of standardized test. One is known as *standardprov*. These are given in the comprehensive school and are not compulsory. The other kind is known as *centrala prov*. They are compulsory. These tests will, for the sake of brevity,

henceforth be referred to as SP and CP respectively.

Aims

As has already been mentioned, the main aim of the standardized tests is to help teachers give correct grades. There is no pass/fail limit: grade 1 and grade 2 are not considered failing grades. The tests also have the effect of influencing teachers and students. This 'wash-back effect' is intentional and important. The inclusion of listening comprehension tests has certainly raised the standards in this area. The lack of a speaking test and of a written production test may very well have influenced standards adversely in these areas. The tests are also used, to some limited extent, to evaluate the standards in the country.

SP and CP Tests

Standardized tests in foreign languages, SP, are given in the comprehensive school as follows:

English in grade 6, after four years of study; this test consists of four subtests, it is almost ten years old and will not be renewed; the test is confidential but can be ordered by researchers etc.

in grade 8, after six years of study or 400-450 hours; there are two versions, each of 150 items, overlapping by about 50 items; there are four subtests (Gramm & Voc 1 and 2, RCT, LCT); the tests given in 1982 are about ten years old and will not - hopefully - be used again: new tests are being pretested this year and will be introduced in 1983; these tests are confidential in principle.

French in grade 9, after three years of study or about 200 hours; there are three subtests (Gramm & Voc, RCT,LCT); this test has been used for several years but will not be renewed, in future no standardized test will be given (unless present decisions are changed); confidential but can be ordered.

German in grade 9, same as for French even though some of the techniques used are not the same; in both French and German there are two versions of the tests as in English, one easier and one more advanced, partly overlapping.

The SP are not compulsory but the vast majority of all teachers use them (except, lately, English grade 6). The English tests are thus taken by about 100,000 pupils every year.

In the upper secondary school there are nationwide, standardized tests, called *Centrala prov*, CP, in English and in French and German as 'language B' (as well as in several other subjects). There is no such test for

'language C' students. The tests are given in the Spring Term in grade 2 of the upper secondary school ('grade 11'), i.e. after eight and a half years of English and four and a half of French or German, or a total of approx. 500-600 hours and 300-350 hours respectively. These tests differ from the SP in that new tests are produced every year and in that the tests are compulsory. There are the following tests:

English in grade 2^3 i.e. the second year of the three-year courses; there are several different subtests: Gramm & Voc A and B, RCT, LCT and a cloze-like integrative test; new tests are produced every year and the old ones used in schools for practice purposes after they have been given.

English in grade 2^2 i.e. the second year of the two-year courses; there are two versions of this test, one easier and one more advanced with about 30% overlap; these tests are confidential and cannot be used for practice, parts of the tests have been used more than once but the full test is not repeated.

French in grade 2^3 with four subtests: Gramm & Voc, Dictation, RCT, LCT; some of the techniques are different from those used in English; new tests are produced every year and the old ones used for pratice purposes.

German in grade 2^3 with three parts: Gramm & Voc, RCT, LCT; experiments with free written production have been carried out in German and, to some extent, in French; models for the testing of oral production haven also been produced in French and in German.

Test Construction

The tests are constructed, under the auspices of the NBE, by groups of experts consisting of psychometricians, language teachers, NBE inspectors, NBE FL consultants and native speakers. Texts, etc. are written and/or selected and items constructed in 'year 1', several try-out versions are pretested in the spring of 'year 2', analysed by computer and final versions put together in the autumn and then the tests are given in the spring term of 'year 3'. A large sample of tests is collected and analysed, grade limits are laid down and further analyses made in the autumn of 'year 3'. Within the GUME/ Tests Project Group we have taken an active part in the construction of the English tests, carried out item analyses of both open-ended and multiple-choice items in all three languages, produced the grading norms and, to some extent, made further analyses of the test results.

For pretesting purposes we use students in grade 11, i.e. those who take the regular test. This means that certain comparison can be made between the regular test and the new one. The students who take the try-out versions are

thus one year ahead of those who take the actual test. Between 200 and 400 students take each try-out version. Many more items are pretested than can actually be used. Item analysis data in the form of facility indices and discrimination indices (point-biserial correlations) are calculated and used in the selection of items. Both teachers and students taking part know that a new CP is being tried out but we have never experienced any problems with the confidentiality of the tests.

Test Administration

The CP tests in grade 2[3] are given on certain days, the same for each individual language all over the country. The other CP and all SP tests are given within a three-week period. These latter tests, which are confidential and have been given in more or less identical form for several years, can thus be given on any day within this period. The fact that the tests are not final examinations but rather given to guide the teacher in grading the whole class probably explains why the tests can be given within a period rather than on one particular day and why the same test can be repeated several years in succession.

The tests are marked by the teachers themselves according to a pre-prepared key sent to them together with the tests. Most items are marked dichotomously right or wrong (in French, one point is sometimes awarded for an acceptable and two points for a completely correct answer) and the number of correct answers added up. Sample of students' booklets (e.g. those for pupils born on the 3rd, 13th and 23rd of any month) are collected and grading norms established. New norms are laid down every year for the SP tests. The grades are thus strictly norm-referenced and not criterion-referenced. Grade 5 does not, therefore, represent any absolute measure of language proficiency. However, despite the fact that several thousand students take each test (in the case of the English SP around 100,000) the standards differ very little from one year to the next.

Content and Format

The standardized tests, both SP and CP, have a history that goes back to the 'psychometric-structuralist sixties'. The tests are 'itemized', and each item is marked as correct or incorrect. There is a stress on reliability and comparability. Therefore the multiple-choice format has been widely used. Usually, there have been four parts: grammar, vocabulary, reading comprehension and listening comprehension (and, in French, dictation). Written production has been kept to a minimum of one word or just a few words. There are, however, experiments under way both with free written production and with oral tests. In all languages open-ended items are used but these are also usually scored right or wrong. Longer pieces of text or essays have not been part of the present tests used for grading purposes. The Grammar-Vocabulary-Phraseology parts are increasingly 'integrative' and, in a way, quite similar to cloze-tests. To answer an item correctly, reading comprehension

is demanded as is an understanding of 'wider contexts' and an 'expectancy grammar' (Oller: Language Tests at School, 1979; p.16 ff.). A close-like test, sometimes referred to as 'cluze', with pretested gaps at suitable points in the text (rather than a mechanical deletion of every n:th word) has also been used lately.

In the last few years there has been an increasing stress on validity, i.e. on the goals and objectives of the curriculum and the extent to which these are reflected in the tests. Because of this the number of multiple-choice items has been reduced and open-ended items introduced to an increasing degree. Various techniques to test ordinary written production have also been tried out. These will be described below. This stress on validity rather than on psychometric and statistical efficiency explains both why the listening-comprehension test has been considered essential and why so many teachers and test constructors hesitate to use the pure close-test.

Since the tests are used compulsorily by all teachers and for all students in all schools in the country, changes in test content and format must be introduced slowly and preceded by careful information. New kinds of tests are tried out for a number of years before they are introduced in the regular SP and CP tests.

Tests of elements and skills

Grammar-Vocabulary Tests

Even though the objective of foreign language study is the achievement of 'the four skills', there has always, by tradition, been a strong stress on the 'linguistic elements'. There are still in all standardized tests grammar and vocabulary items. No strict limit is drawn between grammar and vocabulary tasks and the formats used are almost always such that the items also test reading comprehension. If, in the multiple-choice format, the context used is more difficult than the word or phrase tested, the item is considered a reading comprehension task even though it may look, on the surface, exactly like a vocabulary item.

An example of a traditional-looking item is given in example 1, taken from this year's CP test in English.

(1) It's rather less _____ to call a girl 'plump' than to call her 'fat'.

A complimentary
B rude
C flattering
D indecent
E polite

The correct answer was chosen by 60% of the students who took this item in the pretesting sessions last year. The point-biserial correlation is .32. All the distractors were chosen: polite by 22%, r_{pbis} -.23, and flattering by 10%.

An example of an open-ended item which proved to work well is given in (2).

(2) I enjoy cooking, but sometimes it's fun _____ a meal even if it is more expensive.

The students were told that two or three words were missing, never more than five. Many correct answers were possible. About 55% of the students produced 'to go out for' or some similar phrase. There were 113 different answers; 4% of the students were not able to suggest any answer at all. This kind of item is well liked by the teachers and usually shows high discrimination indices. There are some problems in using this technique among low-proficiency students: too many variants are produced and the number of spelling mistakes is usually extremely high.

Some of the items found under the 'Gramm & Voc' heading are of a communicative kind. Even though the multiple-choice format is used, the items can test what has come to be called 'linguistic functions'. In example (3), which is taken from the German SP test for low-proficiency students in grade 8, the student has to select the best answer to the question or phrase given in a picture.

(3)

A Das konnte ich nicht.
B Das wusste ich nicht.
C Das habe ich nicht gebracht.
D Das habe ich nicht gesucht.

In example (4), taken from the French SP test, the student is supposed to select the best question to fit the answer given in the picture.

(4)

A Vous achetez souvent ce journal?
B Est-ce qu'elle achète le journal?
C Quand achetez-vous ce journal?
D Vous achetez souvent des revues?

Both these items seem to prove, in my opinion, that the multiple-choice format can be used for a kind of communicative test: old techniques can be used for new purposes. Those readers interested in studying further examples from the CP tests are referred to the book *Swedish Foreign-Language Standardized Tests - a collection of examples of Centrala Prov in English, French and German with short comments* by Torsten Lindblad (ed.), or to the actual tests themselves.

Reading Comprehension Tests

The reading comprehension test used in the CP tests usually consists of a prose passage broken into several sections, each followed by a number of questions. The main aim here is to test not only the students' ability to interpret the salient points correctly but also to draw conclusions from implications within the text. In constructing this type of test we actively avoid questions based on minor details. We try to produce questions testing both 'atomistic' reading, i.e. the exact understanding of the text, and of 'holistic' reading, i.e. the understanding of overall ideas. The latter kind of question, however, often proves to be the more difficult to produce. These RC tests are fairly similar in the three languages and always of the multiple-choice kind. We have tried using open-ended answers but the variety of responses makes is difficult to produce a scoring key that can be used by thousands of teachers.

A new kind of RC item has been introduced recently. It consists of a mini-text from which a word or group of words has been omitted. The difficulty for the students lies in the interpretation of a fairly complex text.

(5) Mountaineering in this area is often _____ because of blizzards and avalanches.

A dangerous
B recommended
C great fun
D practised
E exciting

The alternatives given are so linguistically simple as to present no difficulties to students at this level.

Listening Comprehension Tests

It is difficult to illustrate listening comprehension tests in writing. The interested reader is therefore referred to the tapes that accompany the various tests and which can also be ordered free of charge. The following general remarks can be made. The texts of the LC tests usually consist of dialogues, discussions or uninterrupted narratives (a person tells a fairly long story or reads out something). Educated or everyday spoken language is used. We have not successfully used recordings of actual dialogues in the street or radio broadcasts. Usually the texts have been tampered with in order to facilitate the construction of distractors. The LC tests are always in the multiple-choice format. Students and, often even more, teachers usually react strongly against LC tests where dialect or non-British variants are used or where there is background noise.

Even a moderate American or Australian accent in an English test is usually commented on.

One problem in the construction of LC tests in German is that they tend to be too easy for Swedish students. The pupils are usually supposed to show that they understand the overall ideas and outlines of the text they listen to. It is the opinion of the test constructors that the difficulty of the tasks should be the text itself, not the questions. They sometimes deviate from this rule, however, to attain an adequate degree of difficulty in the tests.

Over the years attempts have been made, in various ways, to minimize the memory factor when constructing LC tests. In earlier tests, for instance, the questions were presented before the pupils listened to the text. They knew, then, in advance what information to look for, which is usually the case in real life. As a result, however, the pupils sometimes did too well from the tester's point of view. That is why this method has been abandoned for the time being. Questions are now asked after every passage only, in German as well as in English and French.

French is, of course, the most difficult of the three foreign languages for Swedish students. It is interesting to note that it is the French CP tests which have used actual real-life dialogues to the greatest extent. A large amount of material has been gathered in English, however, and there is work going on to produce similar tests in the first foreign language also.

The LC tests that we use usually show the same reliabilities and correlations as the other subtests. The reliability is often .85, sometimes even higher. From a 'functional' or 'communicative' point of view, however, they may not be very valid. This is probably the area in which we have not been able to keep up with the international development as well as we ought to. We do find, however, that from the testing point of view our LC tests work extremely well and that they serve their purpose of influencing the teaching in our schools in a desirable way. It is doubtful whether the introduction of more lifelike LC tests would bring about very dramatic changes in teaching or learning.

Written Production

As has been mentioned above, written production is only tested in open-ended items in which the student is supposed to supply one word or a maximum of 5-6-word wordstrings. Many different techniques are used to prompt the students to produce these words. It should be stressed that translation is never used.

Experiments are being carried out with various kinds of 'free production' or guided composition in order to make the students produce longer passages of text. Various techniques are used. The student can, for instance, be given a short introduction in the mother tongue and then told to write a letter or describe a scene in a picture.

A number of key words are given and should be included. The greater problem in testing written production is the marking or grading of the students' essays. Usually a larger number of students' scripts have been collected, read by a group of experts, evaluated as 'above average', 'average', or 'below average'. The teachers are then given a number of examples of each category and can compare their own students' scripts with these models. Some examples are given in the previously mentioned book *Swedish Foreign-Language Standardized Tests* (see also list of references). There is great disagreement among teachers and test constructors as to what stress should be put on linguistic correctness as compared to communicative content.

One further problem which has not been solved is the following: How is the teacher to arrive at one grading of each student if she has a sum of, say, 80 points on an objectively scored test and the result of a written production test on a 3-point scale? It is difficult and complicated to add together results from a reliable, itemized test and a more subjectively scored productive test. The teacher will have to solve this problem somehow in giving her own grade to the students, but if the test results are to be used to produce nationwide norms, the problem becomes much greater.

Oral Production

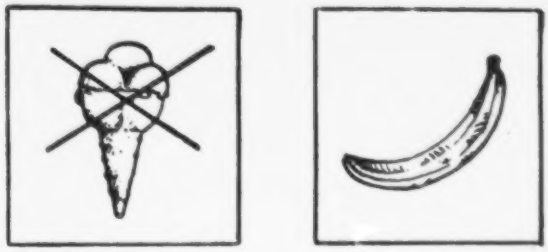
The students' oral proficiency is not tested in the standardized tests. The teachers are supposed to evaluate this regularly under normal teaching conditions and to give it its proper weight in grading the students. There is a risk, however, that the students' actual proficiency is either underestimated or overestimated due to various factors. It is therefore considered a good idea to try and test the students formally some time during the school year. Formerly this was done in the oral final examinations. Since there is no such examination any longer, there is a need for some kind of testing procedure which can be used in addition to the standardized tests.

There are two problems in testing students' oral proficiency: How do we motivate the students to say something and how do we evaluate what is said? Various techniques have been tried, and within the GUME/Tests Project Group we have been working on this in a number of different languages for different student categories. In the context of CP testing, the French group has produced most material. Two examples from this will be given (see also list of references). The student works with two tape-recorders, listening to instructions and parts of dialogues from the one and recording her answers on the other. To do the task in example (7) the student needs two pictures.

From 'tape 1' the student first hears a waiter asking the question, in French, whether she wants an ice-cream. The student is instructed in the student's booklet in Swedish to reject that offer and ask for a banana instead. There are several such items and the student knows that the

first picture refers to the question asked, which should be reacted to, and the second picture to what the student should say.

(7)



In item (8) the picture serves as a very simple prompt to the context. In the student's booklet the student is instructed in the following way: "You are sitting in a train and have nothing to read. In front of you there is a man who has several newspapers ..." This is a communicative kind of test. The student is supposed to show whether she can fulfil the 'function' of 'asking for something'. The previous example was supposed to test 'giving information'.

(8)

There are also carefully worked out instructions as to how various answers should be graded. In the case of the French examples just given, each answer is awarded a number of points according to a table of figures for correctness and communicative content. In other contexts, descriptions of levels of proficiency are given for pronunciation, vocabulary, grammar, and fluency and the evaluation made on the basis of a number of answers.

Problems in SP and CP Work

There are many problems involved in the production of nationwide large-scale tests which influence students' grades and thus their whole future. I would like to end this paper by mentioning four problem areas that we are discussing in Sweden at the moment.

1 How do we combine demands for high reliability and 'objective' scoring with high-validity 'communication-oriented' techniques?

2 Is there a risk that we are coming full circle back to the 'prescientific' model (Spolsky)? There is, in my opinion, a risk that in going over from the structuralist-psychometric era to a period when concepts like validity and communication are stressed, we give up all statistical demands and rely on the omniscient examiner who can evaluate a student quickly in an oral examination and with the help of an essay. Perhaps some kind of eclecticism is the answer?

3 How do we balance reasonable demands for correctness (spelling, grammar) and communication-oriented tasks? How we try to do this in Sweden at the moment has been described above.

4 Can the same test fulfil many functions, e.g. for grading and evaluation? Is it, for example, 'permissible' to use student answers to a test given for norm-referenced grading purposes to make qualitative analyses and to use the results diagnostically? In a paper read at the 4th International Language Testing Symposium in Colchester (Lindblad, 1982), I described a computer technique developed in Gothenburg to analyse student-produced answers to open-ended items which can be used for this purpose.

The Future

In the future there will not be any SP tests in French and German - unless present NBE decisions are changed - but the English SP test will be renewed every three years. Hopefully a new one will be ready in 1983. The three CP tests will all continue to be produced and the experiments with new models and with tests of oral and written production will be expanded and followed up. New kinds of listening comprehension tests are also being tried out.

The National Board of Education has been completely reorganized as from July 1, 1982, and the Department of Test Construction and Evaluation will disappear. The responsibility for producing the tests in English (and, probably, later in French and German) will be taken over by the Department of Educational Research at Gothenburg University. Officially, the NBE will still be responsible for all standardized tests, however.

Now that we are setting out on the challenging task of building up a kind of 'mini-Cito' for foreign-language testing in Gothenburg, we hope to be able to establish good international relationships. I hope this little paper on the Swedish standardized tests can serve as a kind of invitation to an exchange of ideas, and of actual tests, and to a discussion of results and new techniques!

Lindblad, Torsten (ed.) (1981) *Swedish Foreign-Language Standardized Tests* - a collection of examples of Centrala Prov in English, French and German with short comments. The GUME/Tests Project Group, Department of Educational Research, Gothenburg University, June 1981.

Lindblad, Torsten (1982) 'Computer-based Analysis of Open-ended Foreign-Language Test Items'. Paper presented at the Fourth International Language Testing Symposium of the IUS, Colchester, September 1981. In Culhane, T. et al. (1982) (eds) *Practice and Problems in Language Testing*, University of Essex, Dept. of Language and Linguistics, Occasional Papers No. 26.

Några modeller för skriftlig produktion (Some models for written production), häfte 1, 2 and 3 (three booklets of about 50 pages in all) published in Spring 1979, for French in grade 3^3: Book 1: production of sentences or parts of sentences; Book 2: production of texts; Book 3: examples of expected answers and dialogue manuscripts.

Test för bedömning av muntlig produktion i franska (Test for the evaluation of oral production in French) grade 3^3, French as the second foreign language, i.e. after six years of study, produced in February 1982. There are two regular tests and two for practice purposes, each with a pre-recorded tape; the student has to use two tape-recorders, one to listen to instructions, one to record her/his responses.

Wie schreiben schwedische Jungen und Mädchen Deutsch? Untersuchung eines Versuchstestes 'gelenkter freier Produktion' by Lil Danielsson; this is a master's thesis written at the German Department, Stockholm University, Spring 1981.

Das Zertifikat Deutsch als Fremdsprache - Erprobung und Auswertung an schwedischen Gymnasien im Frühjahr 1978, 80 pp, produced by the NBE in cooperation with the Goethe Institut, Stockholm; describes tests of both oral and written production.

Addendum

Any researcher or professional test administrator interested in having any of the tests described in this paper (including tapes for the LC tests) can order them, free of charge, through me (Gothenburg University, S - 431 26 Mölndal, Sweden). We would welcome, in return, information on the way they are used as well as data and comments.